

Looking carefully: what do you notice?

Lesson at a glance

Open seated in the classroom by inviting quick notices of everyday fixtures, then model STEM eyes live on one object using I notice / I wonder / I think. Lead a short noticing walk with two classroom stops and two yard stops; partners whisper what they notice and what it does at each stop. Back in class, pupils draw one real find and a short label on the Investigation Journal page, then share and pin spoken wonders on the class I wonder wall.

Learning objectives

- Notice and talk about everyday objects and places in the school environment through STEM eyes
- Record one thing noticed today with a simple drawing and a short label

Before the bell – prep

Clear one noticeboard or whiteboard corner as the I wonder wall and stock sticky notes plus a marker. Plan the shortest route (classroom then yard) and stop signals before the bell. Have Investigation Journal drawing pages ready to hand out on return—no clipboards outdoors.

Materials

Item	Qty	Per	Source	Low-cost substitute
sticky notes (class pad)	1	class	supermarket	small rectangles of scrap paper and reusable putty or pins (about one per pupil plus spares)
Investigation Journal page	1	pupil	provided printable	a blank A4 page for a simple drawing and label

Safety watch-point

Stay inside agreed boundaries; walking feet; no picking or tasting plants or found objects; count the class in and out. Hand wash after outdoor surfaces.

Teaching moves

- **Getting Started:** Keep this to about three minutes while still seated. Invite three or four quick calls—a door, window, coat hook, bin—and revoice each as noticing: ‘You noticed the window. What does a window do?’ Do not start the walk yet.
- **What are STEM eyes?:** Stand by one ordinary object (radiator or wall clock) and think aloud in full sentences: I notice... I wonder... I think... I still wonder... Then say once: ‘When we say what we find, we notice. When we ask a question, we wonder.’ Pin one class wonder on the wall space.
- **Our noticing walk:** Agree route and stop signals before leaving. At each stop use only partner whisper (20–30 seconds: I notice... It does...) then two or three whole-class voices and move on. Two classroom stops then two yard stops; end with a brisk ‘What will you draw?’ recall before return-and-settle and hand wash.
- **Draw what you noticed:** Hand out the Investigation Journal page only once seated and name it: ‘This is your drawing page for today.’ One drawing of a real walk find plus a short label. Circulate with oral stems I noticed... It does...; scribe two- or three-word labels for emerging writers. Protect the full eight minutes—shorten the share if the walk ran long.
- **Share and start our I wonder wall:** Think-pair-share with the neighbour, then two to four whole-class voices. You or a scribe write spoken wonders on sticky notes and pin them; children do not write or pin by default. Revoice with notice, does, wonder, help, move, hold, and finish by saying STEM eyes means keeping noticing ordinary things and asking what they do.

What it should show

Most pupils will name or draw a real walk find—door hinge, tap, drain cover, painted line, wall or bin—and say what it does (opens, holds water, keeps us dry). Some offer a wonder for the wall. If a child goes blank, offer two options from today’s stops or a partner reminder; the drawing must match something they actually looked at, not a new invented object.

Misconceptions & interventions

- **STEM only means tablets, screens or robots.** — Gently widen it at the model or on the walk: a spoon, a zip, a slide, a hinge and a growing plant all count when we notice what they do.
- **The child only names a favourite toy or object with no sense of what it does.** — Prompt once: ‘What job does it help with?’ Revoice their answer as noticing what it does before it goes on the drawing or the wall.

Differentiation

Emerging	Developing	Proficient
• Invite the child to point first, then finish the stem I notice...; scribe a two- or three-word label, or accept drawing-only if they can point and tell you what it does. • If they cannot name a find, offer two real options from today’s stops or a partner whisper reminder.	• Prompt a wonder after the notice: ‘What do you still wonder about it?’ and capture strong ones on a sticky note for the wall.	• Ask them to say what the thing helps us do and one wonder in a full sentence during share; confident writers may help scribe a wall note if they wish.

Cross-curricular hook

Pairs naturally with Oral Language—partner whispers and whole-class shares using the stems I notice... and I wonder...